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ABSTRACT

This book profiles the achievements and best practices of 10 outstanding adult education and literacy education programs in nine states that received the 1998-99 Secretary's Awards from U.S. Secretary of Education Richard W. Riley. The programs were selected from 35 nominated programs using the following criteria: program design, instructional design, learning environment, professional development, achievement of learner goals, and program standards and evaluation. The honored programs are the following: Community Learning Center, Cambridge, Massachusetts; Erie Adult Learning Center, Pennsylvania; Fayetteville Technical Community College's Workforce Preparedness Program, North Carolina; Givhans Community School Center for Lifelong Learning, Dorchester County Adult Education Program, South Carolina; McLennan Community College, Waco, Texas; Lafayette Adult Reading Academy, Indiana; Cape Girardeau Adult Basic Education, Missouri; Literacy Volunteers of America--Chippewa Valley, Wisconsin; Literacy Volunteers of Maricopa County, Arizona; and Pima County Adult Education, Arizona. Each program profile details promising practices, special features, outcomes, contact information, and adult learner success stories. (KC)

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ED 446 258

Outstanding Results—Tomorrow's Challenge

Adult Education Changes Lives

The Secretary's Awards for Outstanding Adult Education and Literacy Programs

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U.S. Department of Education

September 2000

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Outstanding Results–
Tomorrow's Challenge

Adult Education
Changes Lives

**Recipients of the 1998-1999
Secretary's Awards for
Outstanding Adult Education
and Literacy Programs**

**U.S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education and Literacy**

THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

TO THE WINNERS
OF THE
SECRETARY'S AWARDS
FOR
OUTSTANDING ADULT EDUCATION AND LITERACY PROGRAMS

September 15, 2000

It is a great pleasure to congratulate the winners of the Secretary's Awards for Outstanding Adult Education and Literacy Programs. Many excellent programs were nominated for this award. After very careful consideration, your programs were chosen as the most outstanding in the nation.

Quality adult education and literacy programs are essential to America's efforts to prepare its citizens to meet the challenges of the 21st century. The ability to read and write is a necessity both for good citizenship and for economic success. If our nation is to remain competitive in our dynamic new world economy, we simply must give our citizens opportunities to learn the literacy and job skills that today's employers demand.

The ten winners of these awards are providing invaluable services to their individual students, to their communities, and to their nation. I commend you for the commitment to education you have shown in earning these awards.

Dick Riley

Richard W. Riley

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

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Foreword

Secretary of Education Richard W. Riley recently approved ten outstanding programs in nine States to receive the 1998-99 Secretary's Awards. This booklet summarizes each program's achievements and best practices. It is designed as a ready reference for adult educators and policymakers looking for models of high-quality education programs.

The Secretary of Education has recognized outstanding adult education programs as a means of promoting quality teaching and learning in those programs since 1985. The Secretary's Awards for Outstanding Adult Education Programs are in keeping with the efforts reflected in National Education Goal 5. The awards also reflect President Clinton's concern as expressed in his 1999 State of the Union address in which he asked Congress to increase funding for adult literacy to "...mount a national campaign aimed at helping the millions... of working people who still read at less than a fifth grade level."

Thirty-five excellent programs were nominated for the 1998-99 Secretary's Awards and competition was particularly rigorous this year. It included two independent panel reviews as well as 19 visits to program sites. A list of all the programs nominated for the Secretary's Awards by State Directors of Adult Education is included in this publication and adult-learner success stories are featured. Please note that outstanding programs sometimes use funds from a number of sources; not all of the activities in the programs described in this publication may be paid for from federal funds.

The preparation of this publication benefited from the input of numerous Division of Adult Education and Literacy staff including Joan Givens, Ursula Lord, Rebecca Moak, Sarah Newcomb, Rose Tilghman, and Carroll Towey.

Our thanks go to State and local adult education professionals for their full participation in the award process, and we extend our congratulations to the programs selected to receive the Secretary's Awards.

Ronald S. Pugsley
Director
Division of Adult Education and Literacy
Office of Vocational and Adult Education

Adult Education Changes Lives

Selection Criteria

Program Design

Evidence is provided concerning the program's demographics, needs assessment, and mission. Objectives are linked to program outcomes. (20 points)

Instructional Design

The program provides evidence that it continually strives to improve its curriculum, methods, and instruction. (20 points)

Learning Environment

The program provides information about the availability of computers, adaptive technology, bilingual services, materials and books. (15 points)

Professional Development

The program provides evidence that it gives opportunities for professional development to program staff. (15 points)

Achievement of Learner Goals

The program provides evidence that learning goals have been met. (15 points)

Program Standards and Evaluation

The program provides evidence of implementing program standards and evaluation procedures. (15 points)

Area I

Massachusetts

Community Learning Center

City of Cambridge

The Community Learning Center (CLC) is a division of the City of Cambridge Department of Human Services Programs. The primary commitment of CLC is to help adult students improve their lives through education. Participants are predominantly low-income students who come from a wide variety of ethnic, linguistic and racial backgrounds. CLC provides a comprehensive array of services, flexible scheduling, intensity and duration of instructional and support services, as well as community collaborations that benefit students, families, businesses, and communities.

The classes and services offered include English literacy (formerly ESOL), basic and family literacy, math, high school diploma/GED, transition to college, citizenship, basic computer literacy, workplace education, and adult career pathways. Programs are designed to meet the needs of specific groups such as learning disabled or homeless students. Students strengthen their self-respect and increase their civic participation. They also build their academic skills and gain access to higher education, participate in training programs and career opportunities, and enrich the lives of their families and community.

The staff of CLC works cooperatively, making all major policy and hiring decisions through a group decision-making process. As members of a learning community, students and staff impact each other's lives.

The Center's highly trained staff plays an important role in the adult education community by developing curriculum and materials and providing training for adult educators throughout Massachusetts.

Promising Practices

The Family Literacy Collaborative

The CLC Even Start family literacy staff brought together eight agencies to identify the needs of families, disseminate information about available services, and to raise public awareness. The Family Literacy Collaborative meets monthly and works to develop public awareness and educational strategies as well as to provide information and referrals relating to family literacy. The Collaborative is currently developing a database for family literacy and related services accessible to individuals and agencies in the Cambridge area.

Student Conferencing and Assessment

Over the past several years, the CLC staff has been working to develop realistic methods of assessing student progress and achievement of personal educational goals. The CLC systems of goal setting, assessment, and conferencing give learners the opportunity to discuss their progress and plans and receive feedback about their level of achievement.

Student Advisory Committee

The Student Advisory Committee, which is comprised of representatives from each class, meets monthly to discuss students' issues or concerns. The committee's requests and recommendations are presented to the full staff and are used to inform all program decisions. This committee ensures that the needs of the students are being met by giving them an active voice. Individual students gain confidence in making speeches and in conducting effective meetings–skills they can use outside the classroom. Communication between limited English speaking and fluent English speaking students is fostered through the committee.

Special Features

The CLC served 1,232 students during fiscal year 1998. The size of the student body allows the CLC to offer a wider range of classes than is possible at smaller centers. The CLC has been able to maintain a strong sense of community and good retention rates while expanding services and opportunities for students.

Educational opportunities for low-level students have long been a specialty of the Center. It continues to provide five levels of ABE/ASE classes, from beginning through secondary instruction. The seven levels of English literacy (ESOL) include two literacy levels. In FY 98 a new upper level program was initiated. The Bridge Program, a pre-college transition, gives students one or two semesters of skill building and counseling to assist them in making a successful move to college.

Classroom instruction is one type of delivery provided by the Center. In addition, one-on-one tutoring is provided by trained volunteers and professionals. The ESL Network supports volunteer-taught classes for students throughout the city who are waiting to enroll in CLC classes.

The CLC hosts a graduate-level course in teaching reading to learning disabled adults. This course includes six weeks of reading theory followed by a ten-week practicum. This course has helped providers from all over Massachusetts develop a theoretical foundation and learn practical strategies in working with LD readers.

The combined expertise of the CLC staff is an asset to the program. Of the 23 salaried staff members, 13 have over ten years experience in adult education. Their skill and experience make the CLC a resource for those seeking information and assistance as well as a place of great energy. CLC staff members continually provide workshops and training for other ABE providers throughout the state and across the country.

The Technology Plan is designed to develop a vision to incorporate technology into the operation and mission of the Center activities. The plan is designed to offer computer instruction and to assess the technology training needs of staff and students each year. Both the ABE/ASE department and the ESOL department are developing and improving computer curricula for basic operations, keyboarding, and content based computer lessons. By next year 50 percent of students will have access to computer classes. The CLC has a complete Mac lab with 12 computers for students and the beginning of a PC lab, with four IBM computers. Additionally, students have access to a new PC lab at the local public library.

The CLC staff has developed and distributed several curricula over the past several years on such topics as Civic Education, Intermediate Reading and Writing, Breast and Cervical Cancer, and the ESL Basal Reader. During periodic teacher-sharing lunch sessions and two annual professional development conferences, instructors have opportunities to learn about current developments on curricula and teaching techniques.

Outcomes

Results of a recent student program evaluation gave the program high marks: 98 percent of respondents (234 ABE and ESL students) said that the school helped their reading comprehension and their ability to read and understand the newspaper, 98 percent of ESL students stated improvement in their ability to communicate in English, and 63 percent of students reported that the math classes helped them to better manage their money. Among employed students, 42 percent ESL and 26 percent ABE, said that the classes helped them obtain a job, a better position, or a promotion. Over 55 percent of parents reported an improved ability to help their children with homework and/or to read to their children. Seventy-five percent of the students stated that attending school had improved their ability to help others in their families or in their community. Lastly, 89 percent reported that achieving in school contributed to their increased level of self-confidence.

Of the 48 students who were placed in GED classes, 23 students (48 percent) earned their GEDs in one semester of instruction. Of the 30 students who participated in citizenship classes, 80 percent passed the test.

During the six cycles of the Adult Career Pathways Program, a pre-vocational program integrating computer, academic, and employability skills, an average of 75 percent of students complete the program and an additional 20 percent stay on to participate in GED preparation programs. Another 20 percent earned their secondary credential while in the program. Lastly, due to this program, 50 percent got a job or better job, while 20 percent entered career-specific training programs.

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A recent follow-up survey of graduates from the Community Learning Center over the last four years revealed that 51 percent of respondents were attending a college or training program, 9 percent had completed a college or training program, and 61 percent had obtained better jobs.

A summary of the outcomes for this project follows:

No. of Participants	No. Achieving Goal	No. Receiving GED Certificates	No. Obtaining Learning Gains	No. Obtaining Employment	No. Still Enrolled
1232	105	57	105	26	N/A

Contact:

Community Learning Center
19 Brookline Street
Cambridge, Massachusetts 02139
Phone: 617-349-6363
Fax: 617-349-6339
E-mail: *mreddy@ci.cambridge.ma.us*
URL: http://www.ci.cambridge.ma.us/~DHSP/clc/index.html

Adult Learner Success Story

Roselande Jeanbaptiste

Adult Education Changes Lives

If Roselande, her husband, and her seven-year old son, Mitchell, had stayed in Haiti, would she have experienced the feeling of self-worth and the academic accomplishments she knows today? There is no answer, but what follows is a story worth sharing.

In 1994 the Cambridge Even Start ABE program opened its doors, and Roselande enrolled immediately. She had waited patiently for the program to get started. Her son, Mitchell, had been in the Even Start preschool program for two years, and she learned from his teachers that the Even Start program had plans to assist adult students. At that time Roselande was a home health care aide and she hoped to advance in the health care field.

For three years Roselande attended classes faithfully and every year she received attendance awards. She wants to improve her reading, vocabulary, spelling and writing skills and to receive a high school diploma. Roselande's grades are steadily improving on the TABE (Test of Adult Basic Education). Roselande loves to write and it was of little wonder that she would participate in a story writing contest. It was a proud moment in 1997, when she was named one of the winners of the Family Literacy Success Story contest.

Roselande is a good worker and she is committed to her tasks. Not surprisingly, the Visiting Nurse's Association noticed her dedication and promptly offered her a full-time day job with very good benefits. This may mean that Roselande will soon be leaving the program.

It isn't just the drive for learning that makes Roselande an extraordinary person; it is her outgoing personality and her curious and empathetic nature that make sets her apart. When she walks into a room; she smiles, talks to people, and remembers the little things that people have told her. Most of all it is her infectious sense of humor that others quickly observe. What make Roselande happy? It's the grateful feeling that her son is a happy, bubbly child who loves to go to school.

Pennsylvania

Erie Adult Learning Center

The Adult Learning Center has been providing educational services to adult students in Erie since 1969. In an effort to address the learning needs of the community and individuals, the Erie Adult Learning Center has been actively involved in many facets of adult instruction. Their core offerings are adult basic education; general educational development; and English literacy programs at Hamilton High School. The Center has successfully conducted several Workplace Literacy Projects, lowered inmate recidivism at the Erie County Prison through the Jail-to-Job Program, and helped break the welfare cycle for many Erie Housing Authority residents through the nationally acclaimed "Step-Up" Program.

The major strength of the Erie Adult Learning Center's program is its ability to recognize the needs of various populations or individuals and to develop an action plan to help them achieve their goal. This process has involved retraining staff, developing new curricula, and working cooperatively with other community agencies. In an effort to consistently improve program quality, the Erie Adult Learning Center uses input from many sources to evaluate, plan, and refine their activities.

Promising Practices

Step-Up

The Erie Housing Authority was interested in breaking the cycle of poverty by providing training and employment opportunities to residents. Through a collaborative effort, the housing authority, the Erie School District's vocational department and the Adult Learning Center developed an eight-week curriculum. It included math, reading, communication, and employability skills along with "hands-on" building trades and clerical skills. This intensive educational and vocational curriculum was designed to prepare residents for a 40-week paid internship at housing authority sites. This innovative program has won national recognition, has been replicated throughout Pennsylvania, and most importantly, has made a difference for many adults living in public housing.

Jail-to-Job

A high recidivism rate among inmates was the reason the Center became involved with Erie County over eight years ago. This "revolving door" syndrome was addressed by conducting literacy, ABE, and GED classes in the prison. Of the inmates enrolled in the GED program, 78 percent received their GED. The "Jail-to-Job" consisted of teaching employability skills, problem solving, and anger management to soon-to-be released inmates. During the two years the project has been implemented, 82 participants (80 percent) have found employment.

Outcomes

For the past three years, the Erie Adult Learning Center, with its over 1,000 students per year, has surpassed the State standards for enrollment, retention, average hours of attendance and grade level increases. In addition, the Workplace Literacy and JTPA Literacy Programs average high-grade level increases and completion rates. Eighty percent of the "Jail to Job" Program participants found employment. The nationally recognized "Step-Up" Program conducted in concert with the Erie Housing Authority has an 85 percent graduation rate and of the graduates, 49 percent have gone on to obtain full-time employment with benefits.

A summary of the outcomes for this project follows:

No. of Participants	*No. Achieving Goal*	*No. Receiving GED Certificates*	*No. Obtaining Learning Gains*	*No. Obtaining Employment*	*No. Still Enrolled*
1,102	593	128	363	187	160

Contact

Erie Adult Learning Center
2931 Harvard Road
Erie, Pennsylvania 16508
Phone: 814-874-6175
Fax: 814-871-6326
E-mail: *dtempestini@eriesd.iu5.org*

Adult Learner Success Story

Iluminada Rivera

In Iluminada Rivera's quest for an education and her desire to make a better life for herself and five children, she has overcome many obstacles. She has sought out educational opportunities and participated in training classes offered by the City of Erie.

Born in Massachusetts in 1971 to parents of Puerto Rican descent, Iluminada and her three brothers, experienced her mother's "old world" values: strict and old-fashioned. Finding it difficult to conform to her stern home environment, Iluminada ran away while in the ninth grade. At 15 she had her first child and by the time she was 23 she had four more children. As a single mother on welfare, she recognized that this was not the life she wanted for her children. She knew that she needed to finish her education and find a job, but with five children to support, she felt powerless and overwhelmed.

Being without resources, she was forced to move in with a family member. This situation turned out to be unsatisfactory, and before long Iluminada and her children were homeless. Having moved to a new, strange city (Erie, Pennsylvania), the only option left to her was to seek refuge in a shelter. Two more shelters became their home before a miracle happened, according to Iluminada. She and her children were accepted in the Erie Mercy Center For Women Program that provided housing and counseling.

Adult Education Changes Lives

Immediately, Iluminada enrolled in GED classes at the Erie Adult Learning Center. In 1996, after hours of hard study, she passed all her tests and earned a GED diploma. By now she and her children were residents of Erie Public Housing, which allowed her to get into the Step-Up Program, a job training initiative which is a collaborative effort of the Erie Housing Authority, the Erie Adult Learning Center and the Erie School District's Vocational Department. Students enter an eight-week training session, which includes participating in classes at the Adult Learning Center to learn workplace math, reading and communication skills as well as employability enhancement skills. Students also attend a vocational lab, which offers a "hands-on" building trade experience. This intensive educational-vocational curriculum is designed to prepare students for a 44-week paid internship at housing authority sites.

Iluminada completed the 52-week program and is currently employed by the Erie Housing Authority as a full-time maintenance employee. Her duties include such tasks as dispatching, data entry, typing, filing, inventory, shipping and receiving. Not only has Iluminada secured her own world, she is also very active in her community and has become a board member of the Family Center. Most of all she secured the world of her children: they are all attending the Erie Public Schools.

Everybody has dreams, and Iluminada's dreams haven't stopped here; her dream is now to own her own home which may come true with the help of the Workforce 2000 program. Within the next two years, she hopes to save $1,200, and the Workforce 2000 program will help her find a home and assist her in securing a mortgage. Indeed, Iliminada Rivera's determination and hard work have enabled her to experience success and have taught her not to cave in when times are hard.

Area II

North Carolina

Fayetteville Technical Community College's Workforce Preparedness Program

The Workforce Preparedness Program is a key component of the Fayetteville Technical Community College's (FTCC) basic skills program. Equipped with state-of-the-art Internet-linked computer hardware and cutting-edge educational software, classes are staffed by faculty with both educational and business backgrounds. The program is specifically designed to provide enhanced training opportunities to the employees of local businesses and industries. FTCC reaches out to adults who seek to upgrade their job-related skills in order to enter, re-enter, or advance in the workforce.

The Workforce Preparedness Program has met and exceeded the college's goal of establishing a dynamic outreach program which combines expanded class meeting times, on-site assessment, individual counseling and placement, and small group and computer-assisted instruction.

In response to the demands of North Carolina's welfare-to-work program, "WorkFirst," FTCC and its unique Workforce Preparedness Center (WPC) have proven to be ideally suited for delivering accelerated basic skills instruction to WorkFirst participants in Cumberland County. WorkFirst requires participants, within a specific time period, not only to obtain employment, but also to develop those skills necessary to remain and advance in the workforce.

Promising Practices

FTCC has a range of program options. These include: adult basic education; English literacy; adult secondary education; welfare-to-work; and correctional education. The college's commitment to the concepts embodied in the Workforce Investment Act is readily apparent. The focus on preparing students for the workforce begins with the training of new instructors. Continuous and frequent professional development training is conducted for all faculty and staff and emphasizes the inclusion of employability skills into all content areas.

Students are introduced to the concept of workforce preparedness with the initial pre-orientation and placement process. Assessment forms the core of each student's portfolio, and provides the instructor with a basis to begin integrating specific employability skills into individualized lesson planning.

The basic skills staff works closely with other college departments, such as industry services, to conduct assessments for potential students who seek to enter the college's industry-specific General Manufacturing Certification (GMC) classes. Students, whose goals include

entering the military or attending college level courses at FTCC, receive specialized instruction in classes designed to prepare them for the Armed Services Vocational Aptitude Battery (ASVAB) or the college's entrance exam (COMPASS Test).

Collaboration with many different community agencies complements the program's offerings. Among these many partner agencies are: the Employment Security Commission; the Workforce Development Board; the Cumberland County Interagency Council; the Department of Social Services; the health department; the Mental Health Center the Sheriff's Office; and many others.

Special Features

FTCC has provided a new building dedicated to adult basic skills instruction. The Workforce Preparedness Center provides instruction for the WorkFirst clients at a 24-hour Workforce Lab located in Fayetteville's Purolator manufacturing facility where employees have access to computer-assisted instruction. FTCC's commitment to identifying and providing the best instructional materials possible has resulted in the purchase and installation of state-of-the-art computer courseware. This courseware provides the Workforce Preparedness Center faculty and students a completely customizable, precise tool to assess, diagnose, and teach job-specific skills. Students can explore any number of career interests through the computer-generated simulations.

Collaboration with Fayetteville's Fascinate-U Children's Museum now allows the college to provide a unique English literacy program to non-native English speakers and their preschool children. Based on the Kenan model of family literacy, the children and parents receive separate instruction and later interact.

Outcomes

During program year 1997-98, FTCC's Workforce Preparedness Basic Skills Program served 5,000 adults in adult basic education, English literacy, workplace literacy, and adult secondary education programs. Of the 257 students enrolled in workforce education classes conducted either on-site, at an industry, or for employees of specific companies, 187 (73 percent) successfully completed the program. Twelve percent of the total students enrolled in the program reported that they had obtained a job or a better job, or received a promotion during the period. Sixteen percent of the adult basic education students and 21 percent of the English literacy participants completed their instruction. The program's retention rate of 75 percent indicates the success of the program's retention strategies. Eighty-six percent of the students showed progress based on one or more of the following factors: test scores; portfolios documenting improved student performance; employability/life skills mastery documentation; and other documented reported student accomplishments.

A summary of the outcomes for this project follows:

No. of Participants	No. Achieving Goal	No. Receiving GED Certificates	No. Obtaining Learning Gains	No. Obtaining Employment	No. Still Enrolled
4,994	3,455	530	4,622	540	3,993

Contact

Fayetteville Technical Community College
P.O. Box 35236
Fayetteville, North Carolina 28303
Phone: 910-678-8351
Fax: 910-678-8350
E-mail: *heffneyc@ftccmail.faytech.cc.nc.us*

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Adult Learner Success Story

Malissa Shipman

After graduating from E.E. Smith High School Malissa Shipman immediately looked for a job. College, she thought, was not for her. She found a job in a fast-food restaurant, and then moved on to another job, this time in the city's largest restaurant. She continued to work in the food industry for about nine years, but felt unsatisfied. The job did not offer upward mobility, yet she did little to change anything.

In 1991, Malissa gave birth to her daughter Iesha. As a single parent, Malissa felt it was absolutely necessary to hold on to the job in the restaurant business. However, one day, in September 1997, her supervisor announced that he would retire and close the restaurant. Unemployed for six months, Malissa noticed a flyer promoting educational opportunities at the Fayetteville Technical Community College (FTCC) Workforce Preparedness Center (WPC).

Adult Education Changes Lives

Malissa decided to try the program, but because of past negative learning experiences and little sense of self-worth, the decision was a scary experience. She knew nothing about computers. Her math, grammar and writing skills were not strong. However, Mrs. Hummer, her teacher and counselor, sensed her insecurity and told her that, "You can do anything if you put your mind to it."

Mrs. Hummer's encouragement had a big influence on Malissa's thinking. First of all she stopped putting herself down, raised her self-esteem and enrolled in a keyboarding and computer class. Next, she took classes in writing, spelling and mathematics. Today, Malissa uses the Microsoft Word program, types 45 words per minute and has completed two secretarial courses. She works 25 hours per week and volunteers two hours daily as a clerical assistant at the WPC.

Malissa feels confident that the training and encouragement she received has prepared her for further success. Not only is she confident about her self-image as a mother and provider for her daughter, but she hopes that her story will bring encouragement to others who experience what she did for many years. In fact, she now repeats Mrs. Hummers's words, "You can do anything if you put your mind to it; you ***can*** achieve."

South Carolina

Givhans Community School Center for Lifelong Learning

Dorchester County Adult Education Program

The Adult Community Education Program in Dorchester developed and operates the Center for Lifelong Learning, a state of the art one-stop shop for adult learning and training. Located in the Givhans Community School (GCS), the center has established a Consortium of Partners which provides an array of community support services. The Center offers a variety of short and long-term training opportunities that promote the economic development of Dorchester. Classes, workshops, and seminars are available to all residents. Free transportation and daily breakfast and lunches are available. Last year over 1,200 participants ranging in age from Head Start preschoolers to senior citizens were served.

Promising Practices

Welfare to Work Program

This component of the Center's program is one of its most innovative and successful initiatives. Since 1995, 150 welfare recipients per year have enrolled in a customized, comprehensive educational and occupational training program geared to move clients from dependence to independence and self-sufficiency. Classes in literacy, GED preparation, keyboarding, survival skills for women, pre-employment workshops, resume writing, and job placement are offered five days a week.

Collaboration

The staff believes strongly that the key to a successful adult education program is cooperative relationships with a multitude of public and private community organizations. The Center has been very innovative in collaborating with various entities. The ultimate goal of collaborative efforts is to provide a smorgasbord of services to students by mobilizing community resources. The "hub and cluster" model provides services on-site at GCS while 12 satellite learning centers hook up electronically. This one-stop shop system utilizes services from various agencies, such as: the Department of Social Services; Head Start; Sheriff's Department; Job Service; Trident Technical College; Dorchester Counseling Program; Rusty's Driving School; Berkeley Economic Development Company; and Department of Mental Health.

Curriculum and Instruction

The Center incorporates problem-centered or performance-centered approaches in instruction. Instructional practices that provide hands-on learning opportunities and a competency-based curriculum that matched to every skill objective are extensively utilized in the program. The complementary adult education materials augment instruction and are customized

to meet the unique and diverse learning needs of students. A curriculum committee chaired by an experienced adult educator assesses newly published materials and makes recommendations to the center's Director of Adult Education.

Professional Development

Staff Development is of paramount importance to the Dorchester County Adult Education Program. A yearly in-service staff development plan focuses on and addresses the programmatic concerns and needs expressed by instructors and coordinators. Mandatory training is required of all part-time instructors, and prior experience in teaching adults is required for all full-time instructors. Each year, ten days are earmarked for professional development to increase staff effectiveness. Professionals are secured for training on an as-needed basis for a variety of seminars and workshops.

Outcomes

Program outcomes are documented in terms of skills, knowledge, and further education and employment. Eighty-five percent of participants attending the Reading 100 Lab for a minimum of 50 hours increased their reading by one grade level. One hundred and fifty underemployed and unemployed residents of Dorchester County, District 2 workplace basic program, are referred and gain employment upon program completion. In addition, 50 percent of the 200 students in the Young Adult Program earned a high school credential, 64 percent of those who successfully completed the program entered postsecondary education programs and 15 percent enlisted in the Armed Services.

A summary of the outcomes for this project follows:

No. of Participants	*No. Achieving Goal*	*No. Receiving GED Certificates*	*No. Obtaining Learning Gains*	*No. Obtaining Employment*	*No. Still Enrolled*
2,229	1,063	189	1,093	153	N/A

Contact:

Givhans Community School
Center for Lifelong Learning
Dorchester School District
102 Greenwave Boulevard
Summerville, South Carolina 29483
Dr. Cherry Daniel
Phone: (843) 873-2901
FAX: (843) 873-4053
E-mail: *cdaniel@dorchester2.k12.sc.us*

Adult Learner Success Story

Adult Education Changes Lives

Sherry Sanders

In less than ten years, Sherry Sanders changed her life from a high school dropout to a high school graduate who now works as a substitute after-school teacher. Her future plans are to enroll at Trident Technical College and pursue a degree.

In 1989, when she was just 17 and a 10th grader, Sherry became pregnant. Not only did she leave school, but her mother no longer wanted her at home. Sherry moved to Florida with her boyfriend. Things went well for a while, but the young couple's happiness was short lived. When her son's father abused her, Sherry had no choice but to return home. Two years later, she met Michael and in 1991, her second son was born.

In 1993, Sherry enrolled at Mansfield Business College and earned a certificate in office automation, which allowed her to work for a hotel chain for several years. Then one day, she decided to volunteer at her children's Windsor Hill Elementary School. There she met the Family Literacy Coordinator who suggested that she consider returning to school and completing her high school diploma. Sherry enrolled at Givhans Community School and began her studies in the adult literacy lab. Sherry worked her way through 11th and 12th grade. In 1998, Sherry proudly received her high school diploma, and at the same time, she was recognized as Volunteer of the Year at Windsor Hill Elementary School.

This experience inspired Sherry to advance her education. She went back to Givhans Community School and enrolled in a substitute teacher training course. Next, she applied for a substitute position, and presently she monitors 20 children in an extended day setting. Sherry is proud of her accomplishments, and she feels particularly pleased since Windsor Hill Elementary School leaders gave her a classroom of her own.

Texas

McLennan Community College, Waco

McLennan Community College's (MCC) adult education department program's mission is to provide a comprehensive instructional program to 4,000 educationally disadvantaged adult students to increase their employability, education and quality of family life. Geographically, the program encompasses isolated rural areas and concentrated urban areas.

The college offers 38 classes in family and workplace literacy, English literacy, formerly English as a second language (ESL), citizenship, and General Educational Development (GED). Workplace literacy classes are held onsite and family literacy classes are held in housing developments and Head Start Centers. Parenting skills are incorporated into basic skills study. About one-third of the students are enrolled in ESL classes, one-third in adult basic education, and 20 percent participate in adult secondary classes.

The staff at McLennan Community College develop curriculum with measurable objectives. The Texas Center for Adult Literacy and Learning and Region XII Service Center provide on-line staff development and teleconference training for instructors.

Promising Practices

Scholarship for GED Exam Fees

The Bernard Rapoport Foundation donated $10,000 for a scholarship that pays for GED exam fees as well as providing funds for caps and gowns for GED graduating students. The Central Texas Literacy Coalition sponsors a scholarship that allows a program graduate, with family responsibilities and also working full time jobs, to take one course per semester at the college. This scholarship provides individuals with the opportunity to begin their postsecondary education on a limited basis until their personal circumstances permit them to register for more classes.

MCC provides a full scholarship to the top five graduates of the Competency High School Diploma program. Two students who score over 60 percent on the GED examination also receive a full scholarship to the college.

Special Features

Instructional Methods and Materials

Teaching methods provide individualized instruction and include one-on-one instruction and tutoring by trained staff and volunteers. These include: self-directed instruction; peer tutoring; computer software programs; guest speakers; field trips; and small group instruction. Instructional topics and activities match learners' interests and goals. An individualized curriculum is developed to meet each learner's workplace needs. Adults with disabilities have access to adaptive technology as well as assistance from the State

Library Commission and Vocational Rehabilitation services and teachers who are trained to work with this population.

Comprehensive Assessment Practice

Assessment is continuous during a student's tenure and documented on a progress chart. Progress is assessed through the use of test instruments such as TABE, ABLE, BEST, interviews, student self-assessment, student journals, and employer interviews. Program quality indicators correspond to state and federal learner outcomes and are entered in the Texas Management Information System. The individual student record form is extensive and provides a participant profile, goals, functional level, scores on assessments, achievements, outcomes, monthly hours in class, GED, and reasons for separation from the program. A major part of assessment is accomplished through collaboration with service area organizations and agencies such as the Texas Workforce Commission, Heart of Texas Workforce Career Centers, Heart of Texas Council of Governments, Texas Department of Human Services, Heart of Texas Goodwill Industry, school districts, and various other public and private charitable organizations which provide assessment on emotional and social skills progress.

Coordination and Collaboration

The MCC Adult Education Program works cooperatively with at least 55 national, state and local governments, and industry and community entities. Other sites for the program include schools, churches, half-way houses, workplace career centers, and government housing. The agencies provide counseling, health services, child care, transportation, pre-employment counseling, and volunteer workers or tutors.

The Heart of Texas Workforce Career Centers have on-site classes for adult learners. Project Love provides child care and meals as well as volunteers. The Retired Senior Volunteer Program supplies tutors and clerical help. The Jubilee Center, an agency for the economically disadvantaged, offers on-site classroom space, training and work opportunities in their thrift store. The Central Texas Literacy Coalition provides dictionaries, a volunteer recognition luncheon, GED fee scholarships, as well as caps and gowns for graduation ceremonies. Baylor University Social Service group provides tutoring to learners. The Heart of Texas Council of Governments, works with MCC Adult Education Program, JTPA and their Rapid Response team, to provide retraining for displaced workers and to participate in job fairs. In addition to coordination with government, industry, and community entities, collaboration occurs through the services of 188 trained volunteers who come from all segments of the four-county service area. Statewide, the ratio of trained volunteers to paid employees is 2:3, but it is 3:1 at the college.

Professional Development Opportunities

MCC staff attend local, state, regional and national conferences and receive training from Laubach, Literacy Volunteers of America, JTPA, and the MCC technology department. Baylor University School of Education assists

in providing training and guidance. All staff members (administrators, specialists/instructors, and instructional aides) are required to complete at least 12 hours of compensated in-service training, and all new staff members are required to complete at least six hours of training before starting classes. A staff development committee composed of full-time and part-time instructors and aides from the program works collaboratively to determine training needs. Professional development plans for staff are based on input from adult learners as well as verbal and written surveys of staff. Students' instructional levels upon entrance are utilized for planning staff development, as are surveys of business and industry to provide input for workforce development needs.

Outcomes

Recruitment, Retention and Improved Literacy

The Texas Agency Monitoring Review for 1998 indicated that FY 1997 completion rate for learners improved 9 percent, dropout rates improved 35 percent, and the progress rate improved 26 percent. The GED/high school-passing rate among secondary students statewide was 34 percent, while MCC was 44 percent.

As a result of an assessment process that allows staff to identify student needs, over 95 percent of the students who started the program in 1997 completed at least their beginning level or made progress in that level. Of the 520 adults enrolled in the adult secondary program, 416 (80 percent) completed the program. There were 118 students identified as welfare participants; of these, 94 students (80 percent) completed the program.

A summary of the outcomes for this project follows:

No. of Participants	*No. Achieving Goal*	*No. Receiving GED Certificates*	*No. Obtaining Learning Gains*	*No. Obtaining Employment*	*No. Still Enrolled*
4,244	2,758	223	4,031	679	1,340

Contact:

Ms. Shirley Crockett
Program Director
McLennan Community College
Adult Education Program
209 North 8th Street
Waco, Texas 76701
Phone: 254-753-1044
Fax: 254-754-6335
E-mail: *smc@mcc.cc.tx.us*

Adult Learner Success Story

Phillip Vierke

Phillip's story is a story of radical reform. He identifies himself as a former "hippie" who rejected authority and societal standards. Phillip, now age 46, graduated from the Waco Adult Education Center in 1998 as valedictorian.

Phillip grew up in England, and in 1967, a few months short of completing his secondary education (similar to a high school graduation), he hitchhiked across Europe for two years. When he returned to Britain, the only employment he could find offered minimum wages. However, he wasn't ready to believe that there wasn't somebody out there who would recognize his talent and pay him what he was worth. After all, he was a well traveled, intelligent young man who could do well for himself without that "piece of paper" that society values so much.

Eventually, he became a dining room supervisor at Richmond College, at which he received an invitation to come to America. This was the chance he had waited for and he was ready to pack his bags, but it took 18 months before he had the necessary work papers to enter the United States in 1985.

Adult Education Changes Lives

Phillip's dream had come true, but he was surprised to find that in the United States, as in England, he found nothing but low paying jobs. Four years later he became a shoe salesman and received a salary plus commission. Life was good; he could pay his bills, afford a few luxuries, and get married. Phillip sold more shoes than any other sales person, but his luck was short lived. The store closed, his marriage broke up and before long he found himself seeking cover in a shelter for the homeless. Once again he blamed society for his dire circumstances. In 1997, after a year of aimless wandering and not being able to find a supportive job, he realized two things: the service retail industry was a dead end road and the only way to the top was to have "that dreaded piece of paper."

Phillip enrolled in the Waco Adult Education Center of MCC in GED classes. The people at the college were most helpful, particularly Lora Perry, counselor, who assisted him in getting a scholarship from the Central Texas Literacy Coalition. Not only did he graduate as valedictorian but he also earned a two-year scholarship to McLennon Community College pursuing an Associate Degree in Youth Counseling. Presently, Phillip is carrying a 4.0 average.

"This is not a tale of heroics but a tale of becoming aware," he says. Phillip has learned that it doesn't matter how smart you are or how smart you think you are; he says, "you've got to have that 'silly' piece of paper." It took him over 30 years to accept that fact. His mission now is to teach and encourage young people not to live a life of self-deception as he did for many years, but to become aware that assistance is accessible to everyone, including the homeless, restless and nonconforming people. Phillip's message is to use the resources and get smart.

Area III

Indiana

Lafayette Adult Reading Academy

The Lafayette Adult Reading Academy (LARA) is an adult basic education program serving northwest Indiana. The program focuses on academic and life skill instruction for specific adult populations. Classes operate on an open-entry, open-exit basis and serve more than 1,150 learners per year. The teaching staff members collaborate with learners in setting individual goals that help clients make productive, ongoing changes in their personal lives. The program's major features include: mixed-level learning labs; English literacy instruction; specialized training at worksites; separate programs for public offenders; distinct classes for special needs adults; and a family literacy program.

The LARA's promising practices flow from a strong belief in self-empowerment and a concern for others. Teachers use an eclectic approach that includes both individualized curriculum development and small group/cooperative learning. Volunteers and peer tutors help implement instruction. Services for specialized populations include manpower, materials, and equipment that reduce barriers to education and enhance the learning process. The program emphasizes workforce skill development and provides specific job-site training. Correctional programs utilize measures that promote productive participation in society.

The program's major learner outcomes result from the strong interactions between teachers and learners. More than 95 percent of enrolled participants accomplish individual goals. The numbers who pass the GED test, receive citizenship, enter other educational programs, gain employment or secure job advancement, or complete a functional level increase annually.

Promising Practices

Comprehensive Scope of Services

The program offers a multitude of instructional services, including family literacy, workplace education, and English literacy. The program serves a diverse clientele including: out-of-school youth; welfare participants; incarcerated individuals; juvenile and adult probationers; and substance abuse treatment center residents.

Program Planning

The program staff taps a variety of stakeholders for goal development. They include: advisory boards; volunteer councils; teaching staff; clerical staff; and student and community representatives.

These groups develop written surveys for: needs assessment; review yearly fiscal; recruitment; retention; and student outcome information for identifying trends, prioritizing needs, and analyzing community demographic and economic forecasts.

Special Features

Quality of Instruction

The teaching staff uses contextual learning and aligns instruction with Indiana's program quality indicators. Instructors develop and use individualized learning plans, customized curriculum, and cooperative learning approaches to keep students engaged. Staff development is a priority of the program that provides monthly staff meetings, site visits, and teacher resource sharing.

Evaluation

LARA uses multiple levels of evaluation. There are strong cross-agency interactions at several levels throughout the program. At the end of each quarter, administrators run reports to test predictions regarding recruitment, retention, and learner gains. The data are used to adjust program activities for timely goal attainment and to adjust the use of resources.

Outcomes

About 79 percent of the student population is from targeted populations, such as: family literacy (2 percent); workplace education (10 percent); out-of-school youth (22 percent); welfare (21 percent); and corrections (24 percent). The percentage of students in these groups who complete an educational level is around 40 percent. Seventy-two percent of the students are in adult basic education and 28 percent are in English literacy programs. The level completion for these two groups is 40 percent. Learners complete individual and life skill goals. At least 95 percent of enrolled participants completed one or more goals each year.

A summary of the outcomes for this project follows:

No. of Participants	*No. Achieving Goal*	*No. Receiving GED Certificates*	*No. Obtaining Learning Gains*	*No. Obtaining Employment*	*No. Still Enrolled*
1,187	1,035	80	478	149	395

Contact:

Lafayette Adult Reading Academy
629 North Sixth Street
Lafayette, Indiana 47906
Phone: 765-449-3890
Fax: 765-449-3893
E-mail: *LARAsmarvin2@lsc.k12.in.us*

Adult Learner Sucess Story

Sandy Patrick

Sandy's formal schooling had a very unfortunate beginning. She entered elementary school in 1954, the "dark ages," according to Sandy, for children who needed special educational services. For the three years she attended elementary school, she experienced difficulties but the teachers kept telling her parents that she was doing just fine. The report card revealed a different story.

Finally, when a third grade teacher told Sandy's parents that Sandy needed help she was placed in the Wabash School, a school for children who were developmentally disabled or slow learners. Until age 16, Sandy moved from one special education school to another, returning to Wabash School, now called Wabash Center Sheltered Workshop. She studied job skills and got a job in a nursing home.

Adult Education Changes Lives

In 1980, at age 32, she took the initiative to find her own job at Purdue University where she has been for over 18 years. One day, a colleague told Sandy about the Lafayette Adult Reading Academy, where she was working on her GED. This conversation gave Sandy the encouragement that she needed to walk through the door and enroll in the program. For years she had set goals for herself, but felt that they were completely out of her reach. Returning to school helped her accomplish these goals.

Presently, Sandy is close to receiving the GED diploma. In 1990, Sandy was runner up for the State of Indiana Learner of the Year Award; and in 1991, she was the National Adult Basic Education GED Outstanding Adult Learner. In 1997, she won the J.C. Penny Golden Rule Award for Volunteerism.

Sandy's self-confidence is growing day by day: she is leading a learner counseling group and she volunteers as an evening intake coordinator three nights a week. She went on a vacation to Florida with a friend, where they took a cruise to the Caribbean. She also made a trip to England and Scotland.

Sandy applied for and got a better paying job with more responsibilities at Purdue University. Even though she continues to work full-time, she keeps up with her studies at the Reading Academy. She volunteers at the Academy as an aide for the special needs class on Mondays and Thursdays, actively participates on the Lafayette Adult Reading Academy Advisory Board and the Academy's Volunteer Service Council, and works with the annual community-wide spelling bee.

Sandy's life isn't all work and study. What she really enjoys is playing volleyball with the Special Olympics. Sandy's story is a story of an adult learner who found trust and positive interpersonal relationships in her workplace, at the Academy, and in her personal life. "Without the community, state, and federal financial support, as well as the many groups and individuals who have given to the Academy, I wouldn't be here today telling my story," said Sandy. Her story will continue, for she believes in what she can do for herself and what she can do for others.

Missouri

Cape Girardeau Adult Basic Education

The Cape Girardeau Adult Basic Education program prides itself on being multi-faceted to serve the complex needs of their diverse adult population. The ABE program provides: literacy; pre-GED preparation; GED preparation; postsecondary pre-admission remediation; pre-employment examination preparation; and displaced worker re-entry remediation and training.

Laptop computers are used throughout the region for classes in outlying areas. Students then have access to computer assisted instruction in areas not served by computer labs. In other parts of the region an emphasis on updating computer laboratories and software has successfully improved retention, increased the number of adults taking the test, and improved the GED test scores of teenagers.

Promising Practices

Retention Strategies

The Cape Girardeau Adult Basic Education program utilizes a variety of retention strategies to help assure that students stay in the program long enough to successfully reach their objectives. Each program instructor annually completes a recruitment and retention plan for his or her class site. These plans are varied, but each includes follow-up telephone calls and cards to absentee students. In addition, students are issued monthly certificates of attendance, which show cumulative hours of attendance.

Transitional Services

Pre-admission study programs were developed for educationally disadvantaged students applying for class at the local vocational school. These study programs prepare students for training as practical nurses, respiratory therapists, emergency medical technicians, paramedics, office technology, and basic industrial-technical skills. In addition, several local industries refer applicants to a review course before pre-employment training. These practices have created a perception of the importance of adult basic education in facilitating the transfer of students to postsecondary and job training programs.

The Cape Girardeau ABE Coordinator joined forces with the Missouri Rapid Response Team and was on-site within a short time after local manufacturing industries closed. The ABE Coordinator discussed with newly displaced workers the benefits of returning to school as an Adult Basic Education student for remediation, pre-employment training, or GED preparation. The ABE Coordinator contacted individual plant managers and made follow-up contacts with displaced workers. The results of this intense service program were remarkable. In the small community of Advance, where the only manufacturing industry closed, the response was overwhelming. A larger instructional site was secured, and additional

certified instructors were hired to assist the lead teacher in meeting the demands of the 56 displaced workers who enrolled in the ABE program the day after the plant closed.

Curriculum Development

The Cape Girardeau program prepared a pre-employment curriculum for adult workers who became displaced due to plant and factory closings. The program provides basic math remediation and/or GED preparation to prepare displaced workers for Basic Industrial Technical Skills training. Many gained employment with Dana Corporation as Cell Technicians earning between $35,000 and $50,000 in their first year of employment. Other workers transitioned from the pre-employment training to training programs such as Practical Nursing, Respiratory Therapy, Office Technology, Horticulture, Culinary Arts, Offset Printing, and Paramedic.

Extensive Collaborations

Partnerships include: the Missouri Division of Youth Services; Southeast Missouri Private Industry Council; Missouri Mentoring Partnership; Missouri Employment Security; Social Security Administration; Manpower; Community Caring Council; Missouri Job Employment Training Office; Youth, Education, Literacy and Learning (YELL) Organization; Jump Start on Jobs Organization; Futures (Division of Family Services program); and Division of Probation and Parole.

The Cape Girardeau ABE program provides services to clients of all the above agencies. One of the successful components serves the educational needs of 16-18 year old boys housed in a local group home. Boys who reside in this facility are required to earn their GED certificate in order to obtain release from State custody and return home.

A class site was developed to meet the specific needs of probation and parole. Local probation and parole officers provided security for the class while two certified ABE instructors provided individualized, contextualized instruction necessary to meet the needs of these juvenile offenders. State statistics show a low recidivism rate for juvenile offenders earning a GED certificate.

Outcomes

Thirty-five percent (489) of the student population is out-of-school youth. Sixty-five percent (317) students completed the program. Ninety-eight percent of program participants (1,366) are in adult basic education classes. These students had a 63 percent completion rate.

A summary of the outcomes for this project follows:

No. of Participants	No. Achieving Goal	No. Receiving GED Certificates	No. Obtaining Learning Gains	No. Obtaining Employment	No. Still Enrolled
1,398	880	133	321	293	385

Contact:

Cape Girardeau Public Schools
301 North Clark Avenue
Cape Girardeau, Missouri 63701
Phone: 573-334-3669
Fax: 573-334-5930

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Adult Learner Success Story

Carla Barker

Adult Education Changes Lives

When Carla left high school without graduating, she could not have imagined being a graduate of a university, least of all being placed on the Dean's List.

Carla grew up in Cape Girardeau, Missouri, the daughter of Mr. and Mrs. Hal Cole Phillips. She was one of ten children; she and her family lived near the Mississippi River. According to her mother, at one time some 66 children lived in a three-block area.

In 1978, Carla graduated from a cosmetology school and found employment in that field. She worked as a cosmetologist for about 20 years as a single mother raising her two children, Mindy and Greg. When her children were still very young, Carla became seriously ill. Almost a year later, as she recovered, she believed God had helped restore her health and given her a new direction in life. She had always thought that she should complete her education and work toward the GED, but she never followed through with it. In 1994, however, she felt the time was right, and she enrolled in the Vocational-Technical School in Cape Girardeau. After a year or so, she had completed all the requirements to receive the GED diploma. She was now the proud owner of that piece of paper that allowed her to go to college. Immediately, she enrolled at the Southeast Missouri State University and graduated in May 2000, with a Bachelor of Science Degree in child development and a minor in family studies.

Wisconsin

Literacy Volunteers of America - Chippewa Valley

Literacy Volunteers of America-Chippewa Valley (LVA-CV) provides a comprehensive family literacy program built upon community partnerships. It serves a three-county area with its administrative operations conducted through Chippewa Valley Technical College. Basic skills education helps adults obtain the knowledge and skills necessary for employment and self-sufficiency. Parenting classes and parent-child interaction opportunities guide parents toward full partnership in the educational development of their children. Early childhood education classes promote educational and psychosocial development of young children.

LVA-CV has received many accolades for its innovative, yet inclusive program, that involves the entire community. In 1994, the program was honored as national "LVA Affiliate of the Year." That same year the LVA-CV Family Literacy Program was recognized as an exemplary program by the National Diffusion Network of the U.S. Department of Education and the National Center for Family Literacy.

Under the "work not welfare" mandates of Wisconsin Works (W-2), most students must balance job, school, and family responsibilities. LVA-CV has adapted its programs to meet the needs of employed families and newly-arrived immigrants by offering daytime and evening classes, transportation, childcare, one-to-one tutoring, and work-site programs. In addition to its comprehensive family literacy program for adults and their children, LVA-CV serves its clients by offering complimentary YMCA family memberships, volunteers through America Reads, citizenship classes, family computer labs for parents and their preschoolers, and Parenting and Employability classes. Literacy Volunteers of America (LVA) supports this program with professional development for its volunteer tutors working with families.

Promising Practices

- Working within the W-2 initiative, LVA-CV has adapted its curriculum, collaboration efforts within the regional community, and education classes in a variety of ways to accommodate working parents.
- LVA-CV has created a unique production component, Chippewa Valley Publishing, Inc. The company publishes materials for adults with low levels of literacy skills, for newly-arrived immigrants, for tutors, for teachers, for children, and for parents to read to their children. The publishing arm of LVA-CV was initiated due to numerous requests at conferences and meetings for program and technical assistance about a quality comprehensive family literacy program. One of its first publications was *The Path to Family Literacy*, a step-by-step manual guiding programs through the process of building a comprehensive family literacy program. Chippewa Valley Publishing has also produced *Telling Tales*, a "how-to" manual for creating a book of stories by parents and their

children. Another popular publication is *Learn and Earn*, a model for employment training in business and industry that incorporates family education services. A recent publication is the *Shared Umbrella Series*, two sets of readers for adults, written at the third-grade level and below. *Set One* was selected as one of the Public Library Association's "Top Titles for New Adult Readers" for 1998.

Special Features

- The entire community has pooled its resources in working with English-speaking and Hmong immigrant parents who have low-level literacy skills. Over 100 volunteers strengthen this effort annually.
- The Board of Directors has both active and advisory roles; it also contributes financially. It is a diverse board with membership from both the private and public sector as well as student representation.
- There is a unique collaborative program between LVA-CV and the Chippewa Valley Technical College to provide adult basic education services for parents.
- Evaluation of the program includes a mission statement, strategic planning and goals that involve individual action plans for the Board of Directors, Partners, and staff. Biannual evaluation is used as an active instrument to align its goals to the needs of the population.

Outcomes

In 1997-98, 63 families (including 88 children) received comprehensive family literacy services at two sites. In addition, 242 adult individuals were served in all LVA-CV programs, such as adult basic education, English literacy (formerly ESL) and adult secondary education. Learner satisfaction surveys indicated that 98 percent of participants were satisfied or very satisfied with the program. Eighty-nine percent of participating adults increased their literacy skills. Over 50 percent were employed while attending the program. Eighty-nine percent of the limited English proficient children increased their proficiency. The average attendance for families during the daytime classes was 75 percent and for the evening classes 88 percent. The number of parents completing the comprehensive family literacy program was 58 (92 percent), with 83 children completing it.

A summary of the outcomes for this project follows:

No. of Participants	*No. Achieving Goal*	*No. Receiving GED Certificates*	*No. Obtaining Learning Gains*	*No. Obtaining Employment*	*No. Still Enrolled*
63	62	1	37	28	21

Contact:

Literacy Volunteers of America--Chippewa Valley
400 Eau Claire Street
Eau Claire, Wisconsin 54701
Phone: 715-834-0222, Fax: 715-834-2546, E-mail: *cvlva@ecol.net*

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Adult Learner Success Story

Glenda Borgen

Several years ago, Glenda, a single mother with five girls, had little hope for a bright future. However, when her youngest daughter was old enough to begin Head Start, a caring teacher suggested that Glenda go back to school. She referred her to the LVA-Chippewa Valley Family Education program where she took a refresher course in basic skills. Although Glenda had obtained a GED years earlier, she knew she needed to sharpen her math skills and learn about computer technology. The family literacy program provided childcare and transportation.

After four months of intensive training and with the support of her instructors who guided her through the process of applying for admission to the local technical college, Glenda began her nursing studies. Mid-way through her four-year struggle, Glenda was told her welfare benefits would cease unless she quit school and went back to work (for minimum wages) following the W-2 Wisconsin Works welfare reform formula. Glenda refused so the family did without financial aid. Life was tough, but Glenda's grades were excellent and most of all, her self-esteem was growing stronger and stronger. It was Glenda's persistence that allowed her and her family to carry on. Basic necessities were obtained by standing in line at the community food pantry and by simply doing without things other families take for granted. Social events for Glenda and her girls meant studying together at the dining room table.

Adult Education Changes Lives

Although she has had help from a significant number of people, her move to a more hopeful and prosperous life is largely due to her hard work. She attributes the changes in her life to the staff at LVA-CV who helped her believe in herself. Glenda is convinced she would not be where she is now without the opportunities provided by the LVA-CV Family Education program.

Glenda's hope is that her educational and professional success will have a positive impact on her daughters' lives by helping them to become self-motivated and make smart choices. Her 15-year-old daughter, for example, wants to be a doctor. All five girls learned self-reliance and responsibility as the family struggled to make it through those very lean years.

Glenda graduated with honors, earning an associate degree in nursing. She also passed her board exams to be a certified nurse. She currently works as a full-time nurse in a nursing home. Her achievements in the first six months as a nurse resulted in public recognition of her leadership role in developing a better environment for Alzheimer's patients. For the future she plans to pursue an advanced degree through computer-based instruction. Glenda's words of wisdom are: " It may be true that welfare begets welfare. But there should be a second line: education begets education."

Area IV

Arizona

Literacy Volunteers of Maricopa County

Literacy Volunteers of Maricopa County (LVMC) is the largest volunteer-based literacy program in Arizona. Many of the program's achievements derive from the practice of using a combination of both volunteer and certified instructors. LVMC's major focus areas are one-to-one tutoring, workforce education, and family literacy. The program has achieved tremendous growth in both the workforce and family literacy programs.

The one-to-one tutoring is a grassroots program with over 750 community volunteers teaching adults in the community basic reading or English language. The volunteers work in family literacy classes, in the Computer Learning Center, or throughout Maricopa County. The majority of the family literacy participants have limited English speaking ability. Workforce education programs are designed to meet the specific needs of local employees based on employer surveys.

Promising Practices

Family Literacy

State Family Literacy and Even Start grants support the family literacy services in five schools and one community center. This program component emphasizes enhancing the parents' basic education, improving their parenting skills, and increasing parent involvement in their children's education. Parents attend classes five days per week, spending part of one day on vocational activities. The vocational options include activities such as assisting teachers with their child's classroom, working in the school office or library, helping in the food service areas, or acting as guides for field trips. The program operating in low-income areas enrolls parents with pre-school and kindergarten age children. Each partner school provides a classroom for the adults and promotes collaboration between the elementary teacher and the adult educator by scheduling weekly meetings to coordinate topics of instruction.

Juvenile Probation Family Literacy

A Neighborhood Block Watch grant provided funding for a program in the Learn Center targeting juveniles 16 years and older. These young probationers receive double credit for their class time if a parent in need of basic educational services attends with them. This program grew from serving one or two juveniles annually to 14 in 1997-98.

Special Features

Learn Center

This center, equipped with 22 workstations, enrolled 417 students during 1997-98. Computer-assisted instruction supports the learning of students in English literacy, basic education, and GED instruction.

Partnerships

LVMC actively works with other Workforce Investment partners such as the Office of the Governor, the Arizona Supreme Court, Maricopa County Adult Probation, and the Arizona Department of Education to provide quality learner-centered educational programs.

Outcomes

The program served 94 families in the family literacy program, all of whom completed the program. The vast majority of these students (56 percent) had limited English-speaking abilities and 85 percent increased their scores on the Language Assessment Scales (LAS) test. LVMC served 390 participants in its workforce education program with 100 percent completion. Over 20 classes, held in 13 different companies, provided 11,093 hours of student instruction. Ninety percent of these students increased at least one level, with many increasing multiple levels in either adult basic education or English literacy (formerly ESL). The number of students served by LVMC who retained employment or advanced on the job was 1,071.

A summary of the outcomes for this project follows:

No. of Participants	*No. Achieving Goal*	*No. Receiving GED Certificates*	*No. Obtaining Learning Gains*	*No. Obtaining Employment*	*No. Still Enrolled*
1,729	1,262	20	805	45	1,175

Contact:

Literacy Volunteers of Maricopa County, Inc.
1500 East Thomas Road, Suite 102
Phoenix, Arizona 85014
Phone: 602-274-3430
Fax: 602-274-5983
E-mail: *literacy@nonline.com*

Adult Learner Success Story

Lenn Tyler

When Lenn Tyler approached his 13th birthday, his parents realized that Lenn, after years of special education classes, could not even read his birthday cards. However, on November 30, 1999, Lenn received his GED diploma and scored higher than his high school peers.

When Lenn was three months old, his parents adopted the little boy who was considered a child with "special needs." When he was three years old, he was diagnosed as an "emotionally disturbed" child with pervasive developmental disorders along with asthma, sinus problems, cyclic seizures, vomiting and migraines. Two years later, when he was five years old and starting school, he was placed in a self-contained classroom for emotionally disturbed children. According to his parents, Lenn wanted to learn, but efforts to "mainstream" him were ineffective. As time ran on, things got worse instead of better. At age nine, Lenn was placed in a Day Treatment Program, which concentrated on 60 percent behavior modification and 40 percent education. In spite of caring teachers, this too seemed ineffective.

Adult Education Changes Lives

So, Lenn's parents returned him to special education classes in the public school, with the hope that somehow Lenn would be able to learn the educational and social skills necessary to succeed in society.

In his pre-teen years, Lenn found out that he has dyslexia and that disorder, on top of his other problems, was slowing down his learning process. When teachers told Lenn's parents that he would never make it past the eighth grade they were determined to explore another avenue. After several years of home schooling, Lenn started to make monumental strides. In 1998, when Lenn turned 16, his family learned of the Literacy Volunteers of Maricopa County (LVMC). He entered the program immediately and attended classes three days a week. His self-esteem improved as did his learning skills, and after eighteen months, Lynn successfully passed his GED examinations.

What is in Lenn's future? Only Lenn can decide. But this young man who could barely speak at the age of five and was told that he would never succeed in school, let alone graduate, went beyond his limits and did the impossible. He demonstrated that destiny is often a matter of choice and *not* a matter of chance.

Arizona

Pima County Adult Education

Pima County Adult Education (PCAE) has provided educational services to the Tucson/Pima County community in Arizona since 1969. This comprehensive program serves approximately 11,000 students each year. Selected to participate in many national studies, including *What Works Literacy Partnership*, funded by the Lila Wallace-Readers Digest Fund, PCAE has a learner-center focus and strong community partnerships. PCAE offers over 1,000 hours of weekly instruction in literacy, basic skills, GED preparation, citizenship, and English literacy.

PCAE features a variety of integrated programs to meet the needs of special populations. Some of the programs include: adult vocational training and computer training; arts-based basic education for adults with physical and mental disabilities; community-based classes in schools; prisons and human service organizations; family literacy sites in eleven schools across three school districts; homeless education with Workforce Investment Act (WIA) partners and drug treatment facilities; specialized refugee education in association with the Arizona State Department of Economic Security; and fee-based workplace education at multiple sites partnered with WIA partners and the local Tribal Nations.

PCAE's extensive service delivery system is made possible by significant contributions from the community including dozens of donated facilities and the work of over 150 volunteers each year. The agency provides adult education for Pima County, which encompasses a larger area than Vermont with one-and-a-half times the population. The diversity of environments ranges from highly urban to distinctly rural.

Promising Practices

Program Planning

PCAE uses several groups as advisory councils. The Pima County Superintendent of Schools Office and, indirectly, the Pima County Board of Supervisors offer guidance and support for several aspects of PCAE's operations including: staff evaluation; management practices; legal counsel; and community outreach. PCAE has established Friends and Students of Pima County Adult Education, an advisory group of students, staff, and other interested parties, which brings grass roots concerns and ideas to the attention of PCAE's administration. The involvement of this advisory group was essential in the recent acquisition of over $3.25 million of county and city funding for two permanent adult education buildings in Tucson. These buildings represent an historic level of community commitment to adult education in Pima County and Arizona.

Student councils are another important part of PCAE's ongoing program planning. Each of the learning centers, as well as the Family Literacy Project, has monthly student council meetings. The student council members discuss improvement for their classes or centers and engage in activities

such as essay writing, leadership development, and goal-setting workshops. These activities benefit PCAE's programs and planning and encourage student involvement in the community.

Instructional Design

PCAE's most promising practices incorporate curriculum, methods, and materials that work together to create a high quality and diverse instructional program. These practices include individualized study plans (ISPs), clear, realistic, short-term goals, volunteer tutors, a wide variety of materials, and an active civics instructional component. PCAE also works to involve and expose students to the arts and was a partner with the University of Arizona in a National Endowment for the Humanities Grant that produced four books of writings by adult education students and other community members. In 1998 and 1999, six nationally known authors sponsored by PEN (Poets, Playwrights, Essayists, Editors, and Novelists) American Center Readers and Writers Project in New York City, visited PCAE students and gave a number of seminars. The primary goal of PEN is to open the world of reading and writing to students. The authors' visits have had a profound impact on students and staff, and students have begun reading regularly and deeply for the first time in their lives—some have begun to write their own books. PEN also provided inspirational staff development activities for teachers.

Workplace Education Project (WEP)

This originally federally funded project has been successfully transformed into a totally fee-for-service program. Businesses and other institutions, including the University of Arizona and the Tohono O'Odham Nation, financially support the basic skills education of their employees. Employees are offered full or partial release time to attend classes. In addition, the project developed, in association with WIA partners, a series of work-readiness classes for PCAE students and others which include vocational-interest testing, career-planning, interviewing skills, resume preparation, and other pre-vocational skills to prepare students for the workforce. WEP also offers "fast track" GED classes for those entering job training or jobs requiring GEDs.

Special Features

JobPath Program

JobPath is an independent community-wide program designed to connect hard-working people with living-wage jobs ($8/hour plus) by offering loans and incentives that help individuals obtain the training and skills they need. In turn, the individuals, many of whom are PCAE students, pay back the program financially or through community service so that others may benefit from the service. Working with partners in the Pima County Interfaith Council, PCAE staff and students representing the Friends and Students of Pima County met with city and county officials and spoke at the Tucson City Council and Pima County Board of Supervisors meetings to acquire funding and support for the JobPath program. Once the funding was

secured, PCAE staff held workshops with students and others from WIA organizations to establish a mentoring program connecting JobPath candidates with employed professionals.

Outcomes

Of the nearly 11,000 adults served in 1997-98, 53 percent were enrolled in adult basic education and 47 percent in English literacy. The ABE program had a completion rate of 62 percent and English literacy, 57 percent. Of the special populations (60 percent of enrollees), family literacy students had a program completion rate of 83 percent, workplace education 75 percent, out-of-school youth 60 percent, welfare 64 percent and corrections 55 percent. There were 1,262 (12 percent) students who responded to a customer satisfaction survey that reported, "I am more active in my community." The average hours of attendance for students attending over six hours were 73.4 hours. There were 435 students who completed the citizenship program with 49 percent (212) receiving citizenship.

A summary of the outcomes for this project follows:

No. of Participants	*No. Achieving Goal*	*No. Receiving GED Certificates*	*No. Obtaining Learning Gains*	*No. Obtaining Employment*	*No. Still Enrolled*
10,933	4,499	282	9,361	687	4,210

Contact:

Pima County Adult Education
130 West Congress, Room 540
Tucson, Arizona 85701
Phone: 520-740-8695
Fax: 520-622-9181
E-mail: *ghart@sos3.schools.co.pima.az.us*

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Adult Learner Success Story

Lizetth Barcelo

Although Lizetth Barcelo describes herself as an intelligent student with a passion for learning, she dropped out of high school. Ten years ago when Lizetth was still a child, she, her two younger siblings, and her mother came to Tucson, Arizona from Agua Prieta, Mexico. In those early years they moved frequently, but finally planted roots in Tucson. At first, school did not seem to be a problem, but then she lost interest and started to "play around."

Lizetth dropped out of high school before graduation. Not long after, her first child, a daughter, was born. She soon realized that she must improve her academic skills, if she wanted to help her daughter, Yajaira, succeed in school. She decided to focus on her English language skills since these still needed improvement.

She enrolled at Liberty Learning Center in English, Level II classes. Lizetth was an eager student, participated in Student Council, and attended classes regularly. She stayed with the program for two years, moving through a series of English classes. However, the birth of her son, Angel, interrupted her studies. She had a difficult pregnancy, during which both of them nearly lost their lives. Lizetth and her children are staying with her mother, who gave up her second job to help Lizetth with the children.

Adult Education Changes Lives

In 1998-99, Lizetth returned to her studies; this time she enrolled in advanced English classes in the morning and GED classes in the evening at the newly constructed El Pueblo Liberty Learning Center. Once more she got involved in Student Council, became Student Council President, and published the student newspaper. She was also very active in the Civics Program, where she set agendas and facilitated meetings of *Friends and Students of PCAE*, an agency-wide organization connecting current and former students as well as staff from various centers. She also encouraged civic involvement in community issues of interest to students such as the *Living Wage Walk*.

Lizetth's goal is to complete her GED diploma so she can start working to earn money to support herself and her children, and save for college. She hopes to pursue a career in counseling.

Her passion for lifelong learning builds on the fact that she likes to read. Her mother describes her as a "bookworm" since her room is always cluttered with library books. According to Lizetth, her daughter, Yajaira, seems to follow in her footsteps. She, too, is fascinated by books and always stuffs her own little bookcase with books.

Lizetth's personal experience now inspires her to advise others: "It doesn't matter what you do... the way to succeed and have a good life is to go to school. It's not so difficult. Don't close the door of opportunity... just walk through it. Do it for yourself and your kids. Slowly, but surely, you can do it."

1998-1999 Nominees

Area I

Augusta Adult and Community Education	ME
* Community Learning Center, City of Cambridge	MA
Dover Adult Learning Center ABE Program	NH
Educational Services for Adults (S.E.P.A.) Hogar CREA, Inc.	PR
* Erie Adult Learning Center - Erie City School District	PA
Genesis Center, A Multicultural Learning Center	RI
Greater Pittsburgh Literacy Council	PA
Lewiston Adult Education	ME
New York State Incarcerated Education Program New York Department of Education	NY
Workplace C.A.D.E.T.P.I.	PR

Area II

Christian County Board of Education	KY
Claiborne County Adult Basic Education	TN
Florence District One Adult/Community Education, Poyner Adult/Community Education Center	SC
* FTCC's Workforce Preparedness Program Fayetteville Technical Community College	NC
* Givhans Community School Center for Lifelong Learning, Dorchester School District II	SC
LCC-Basic Skills Programs, Lenoir Community College	NC
* Mclennan Community College, Adult Education	TX
Southwest Texas Junior College ABE Program	TX

Area III

Adult Basic Education Program, SoutheastTechnical Institute	SD
Alliance Public Schools Adult Basic Education	NE
Auburn/Lake County ABLE Vocational Career Assessment - Auburn Career Center	OH
* Cape Girardeau Adult Basic Education	MO
Hazel Park Adult Education	MI
Independence Adult and Community Education	MO
* Layfayette Adult Reeading Academy	IN
* LVA-CV Family Education Program	WI
MSD Wayne Township Adult Basic Education	IN
Stillwater Correctional Educational Department	MN
White Lake Area Community Education	MI

Area IV

Colorado Springs School District, Eleven Adult and Family Education	CO
Farrington Community School for Adults Interactive Multicultural Learning	HI
Great Basin College ABE/ESL Program	NV
Lane Community College	OR
* Literacy Volunteers of Maricopa County, Inc.	AZ
* Personal Development, Literacy, Training & Pima County Adult Education Pima Special Programs (Dist. 99)	AZ

*** Recipient of Secretary's Award**

List of States by Area

Area I - East

Connecticut
Delaware
District of Columbia
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Puerto Rico
Rhode Island
Vermont
Virgin Islands

Area II - South

Alabama
Arkansas
Florida
Georgia
Kentucky
Louisiana
Mississippi
North Carolina
Oklahoma
South Carolina
Tennessee
Texas
Virginia
West Virginia

Area III - Central

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

Area IV - West

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
Oregon
Utah
Washington
Wyoming
Federated States of Micronesia
Guam
Marshall Islands
Northern Mariana Islands

Information Contacts

Assistant Secretary for the Office of Vocational and Adult Education	Patricia W. McNeil	202/205-5451
Division of Adult Education and Literacy		
Director	Ronald S. Pugsley	202/205-8270
Deputy Director (Acting)	Julia Rose Shepherd	202/205-9685
Program Services Branch Chief (Acting)	Carroll F. Towey	202-260-7507
Program Improvement Branch Chief (Acting)	George Spicely	202/205-9685
Area I Coordinator	Joyce Campbell	202/205-5412
Area II Coordinator	Jim Parker	202/205-5499
Area III Coordinator	Mike Dean	202/205-9294
Area IV Coordinator	Sarah Newcomb	202/205-5410

For Additional Information

Division of Adult Education and Literacy
Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-7240

Messages regarding this publication may be sent via Internet to: *carroll_towey@ed.gov*

OVAE Home Page: http://www.ed.gov/offices/OVAE

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